Human, Social, Cultural, and Organizational Capital as Predictors of Turnover Intention Among Faculty in Nursing Education

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Abstract

This study discussed the turnover intentions of nursing faculty members of chosen colleges in Bukidnon within the scope of the Four Capital Framework: the human, social, cultural, and organizational capital. A validated survey instrument was employed in the study, which used a descriptive-correlational research approach through a survey that gathered information from faculty members at four institutions. The test results showed that organizational capital, especially the qualities of leadership and the availability of resources, were by far the most significant determinants of turnover intention. Factors such as career advancement and professional development were highly rated as part of human capital, but were subsequently limited due to a lack of funding. Such aspects of social capital, such as colleague relationships and mentorship, were valued yet required institutionalized arrangements to be effective. Faculty retention was significantly influenced by cultural capital, particularly assumptions about organizational justice and culture. The research suggests that easing leadership involvement, providing purposeful mentorship, distributing resources equally, and engaging in career-building activities can help limit turnover and ensure educational quality.

Keywords: Turnover Intention, Four Capital Framework, Nursing Education, Faculty Retention, Organizational Capital

INTRODUCTION

Higher education faculty turnover has emerged as one of the most critical issues in education, particularly in nursing programs, where the supply of competent educators often fails to meet the demand. The turnover phenomenon not only malfunctions institutional processes but also has a direct impact on the quality of education, faculty morale, and student learning accomplishments. Considering the situation with nursing education, where the elements of experiential learning and clinical mentoring, as well as the continuity of instruction, can be of significant importance, it is essential to keep qualified

faculty. Massive faculty turnover creates a knowledge deficit, and recruiting and retaining teachers increases the expenses for institutions and reduces the institution's credibility.

Although most literature was written about the external conditions that may lead people to leave or remain in the industry and associate them with high pay gaps among others, this study will focus on the other way round, within the institution and the relation aspects that may determine the behavior of faculty members to leave the institution or remain. The theoretical lens taken is the Four Capital Framework, which includes human capital, social capital, cultural capital, and organizational capital. Human capital can be described as the qualifications, skills, and career advancement opportunities enjoyed by the faculty. Social capital refers to the personal connections, professional contacts, and collaborative teamwork that facilitate effective relationships and outcomes. Cultural capital is connected to the conformity with institutional values and norms as well as the sense of organizational justice. Organizational capital encompasses leadership in administration, access to resources, policies, and general support structures.

The multidimensional nature of this framework enables the development of a more nuanced understanding of the synergy between institutional assets and faculty well-being. Faculty members in the Philippine setting, particularly those in areas such as Bukidnon, may be subject to specific geographic, economic, and organizational limitations that can exacerbate their turnover intentions. This paper aims to bridge the research gap by providing an analysis of faculty members' perceptions and experiences of different types of capital as they are perceived within their respective institutions, and how these perceptions affect their desire to remain or quit. The findings aim to inform educational administrators and policymakers in their evidence-based planning, guiding strategies that will enhance the long-term sustainability of nursing education programs.

Objectives of the Study

This study aimed to determine the levels of the four types of capital that influence turnover intention among nursing faculty in the province of Bukidnon. In particular, it aimed to measure faculty perceptions of human, social, cultural, and organizational capital in their institutions; to measure the degree of turnover intention among the faculty; to examine the interrelation between the four dimensions of capital and turnover intention as well as it aimed to determine which dimension of capital has the most substantial impact on turnover intention.

METHODOLOGY

Research Design

The research design employed in this study was a descriptive-correlational approach. This type of research design is suitable when there is no possibility to manipulate any of the variables and their relations are to be investigated. The four dimensions of capital (human, social, cultural, and organizational) were the independent variables, whereas the intention of the nursing faculty to leave was the dependent variable. This design was chosen because it enabled the researcher to examine the quantitative outcomes of these types of capital on the intention of faculty members to either stay or leave their respective institutions.

Participants

The population in this study consisted of all nursing faculty members from the Nursing Schools of Bukidnon for the 2023-2024 academic year. This comprised the lecturers and other teaching personnel at all levels of employment, whether permanent, part-time, or under contract, who taught during any semester of the school year. The Rao soft sample size calculator was used to estimate the number of

participants to be included in the study, with a 5% margin of error and a 95% confidence level, resulting in an estimated sample size of 101 participants. The faculty was reached out to via institutional emails and in-person communication. Prior to participation, informed consent was obtained, and participants were assured of anonymity and confidentiality.

Instrument

To collect the data for the study, the researcher developed a self-constructed and designed survey questionnaire, based on the theoretical framework of the study, which examined the antecedents of turnover intention among nursing faculty. The tool comprises six key elements. The first section gathers socio-demographic information, which is crucial for contextualizing the turnover pace based on various faculty profiles. The second part focuses on human capital, where employees have the opportunity to advance their careers through professional training, seminars, and promotions, among other initiatives. The third section covers social capital factors, which include relationships with colleagues, mentorship within the workplace, and social support at work. The fourth part determines organizational capital, especially institutional leadership, access to teaching and research facilities, and the clarity in decision-making. In the fifth section, attention is paid to cultural capital, including a sense of fairness and justice within organizations, as well as the harmony between institutional and personal values. All these sections will use a 5-point Likert measurement scale to determine the degree of agreement of the respondents with the statements made. The last group of points includes the Turnover Intention Scale-6 (TIS-6) questionnaire, designed by G. Roodt (2004) and validated, which is used to assess faculty members' intentions to leave their organization. The Likert scale was analyzed using predetermined adjectives, ranging from "Very Low" to "Very High", thus allowing for the recreation of a study that quantifies perceptions and attitudes that can lead to faculty turnover intent.

The survey employs a 5-point Likert scale to measure respondents' levels of agreement with statements related to human, social, organizational, and cultural capital factors. The scale is interpreted as follows:

Score	Scale	Verbal Description	Interpretation
5	4.51-5.0	Strongly Agree	Very High
4	3.51-4.50	Agree	High
3	2.51-3.50	Neutral/Undecided	Moderately High
2	1.51-2.50	Disagree	Low
1	1.0-1.50	Strongly Disagree	Very Low

Source: Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACUP, 2022); NBC 461, CHED, 2022)

Data Collection and Procedure

Before any data was collected, written consent was obtained by the administrators in the participating institutions. Following the given permission, the researcher herself distributed the questionnaires among qualified representatives of the faculty throughout the academic year 2023-2024. The subjects were informed about the study aims, and informed consent was signed. At the end of the

survey, the answers provided in sealed envelopes were stored in a secure location to ensure their confidentiality and anonymity. Collecting the data was planned to take approximately four weeks, aligning with the faculty's availability and schedules, as well as the academic calendar.

Data Analysis

A mixed-methods approach, combining descriptive statistical methods, correlational techniques, and inferential statistical methods, was employed to address the research objectives. To summarize the data and draw patterns in faculty perception of the four capital dimensions and turnover intention, descriptive statistics such as mean and standard deviation were utilized, which are especially helpful in large datasets. The Pearson Product-Moment Correlation Coefficient has been used to determine whether the relationship between each dimension of capital and turnover intention is positive or negative, and how strong it is, as it is only applicable when examining the relationship between interval-level and ratio-level variables. Finally, multiple regression analysis was conducted to determine the unique contribution of each source of capital — human, social, cultural, and organizational — in predicting turnover intention.

RESULTS AND DISCUSSION

In this study, the author analyzed turnover intention among nursing faculty members through four dimensions: human capital, social capital, cultural capital, and organizational capital, and their respective impact on the decision to stay or leave. The findings are then presented in line with the seven research problems as proposed in the study.

Problem 1: Professional Development and Career Advancement and Level of Human Capital Factors. The research has shown that the perceived human capital levels in general were high across the faculty, whereas professional development opportunities obtained a mean of 4.18 (SD = 0.668). The strongest correlations were observed in respondents who reached a high level of agreement about continuing education (M = 4.57) and the variety of professional learning opportunities (M = 4.38). Nevertheless, the institution's support for development programs received lower grades (M = 3.75), and the idea that the absence of development opportunities induces turnover intention was also indicated (M = 3.64). On the aspect of career development, faculty members were very appreciative (M = 4.04, SD = 0.862), especially of leadership roles that matched expectations (M = 4.32) and explicit criteria for promotion (M = 4.24). However, the second significant issue was the fear that insufficient opportunities to progress could lead to faculty members leaving (M = 3.57). These conclusions highlight the importance of well-reasoned and transparent career progression and professional development frameworks in mitigating turnover.

Table 2

What human capital factors influence the faculty member's turnover intention in terms of professional development?

icators	Mean	SD	Description	Interpretation
1. I have access to a variety of professional development opportunities that cater to my specific needs.	4.38	.865	Strongly Agree	Very High
2. The institution provides sufficient financial support for attending professional development programs (e.g., workshops, conferences).	3.75	1.157	Agree	High
3. I am encouraged to pursue continuing education to stay updated in my field.	4.57	.709	Strongly Agree	Very High
4. The professional development programs offered by the institution align with my career goals.	4.41	.881	Agree	High
5. I believe that the professional development opportunities available to me are sufficient to advance my teaching and research skills.	4.13	1.044	Agree	High
6. I feel that the lack of professional development opportunities would prompt me to consider leaving the institution.	3.64	1.288	Agree	High
Overall Mean	**4.18**	**.668**	**Agree**	**High**

Table 3

What human capital factors influence the faculty member's turnover intention in terms of career advancement?

Indicators	Mean	SD	Description	Interpretation
1. The institution offers clear and transparent criteria for promotion and career advancement.	4.24	1.079	Agree	High
2. I have been informed of the career advancement opportunities available to me within the institution.	4.20	1.068	Agree	High
3. There are opportunities for leadership roles or administrative positions that align with my career aspirations.	4.32	.981	Agree	High
4. My achievements and contributions are recognized and rewarded by the institution.	4.00	1.130	Agree	High
5. I am satisfied with the pace of my career progression within this institution.	4.14	1.006	Agree	High
6. Limited opportunities for my career advancement would influence my decision to leave the institution.	3.57	1.182	Agree	High
Overall Mean	**4.04**	**.862**	**Agree**	**High**

Problem 2: Degrees of Social Capital Factors (Social Support and Collegiality; Mentorship Relationships) The faculty members also scored high on social support and collegiality (M = 4.29), indicating that teamwork, departmental collaboration, and positive peer relations are all crucial factors in their job satisfaction and retention. Characteristics such as mentorship relationships were also appreciated (M = 4.35), indicating appreciation for both giving and receiving mentorship. Where institutional mentorship programs may indeed be improved, the problem of mentorship appears as a stabilizing factor in relation to turnover. The findings place particular stress on the significance of social capital in intensifying faculty absorption within the institutions and fostering loyalty.

Table 4

What social capital factors influence the faculty member's turnover intention in terms of social support and collegiality?

Indicators	Mean	SD	Description	Interpretation
1. I feel that there is a strong sense of teamwork and collaboration among the faculty.	4.24	1.191	Agree	High
2. My colleagues are willing to Assist and sh are resources when needed.	4.47	.885	Agree	High
3. There is a positive and supportive atmosphere in my department.	4.38	1.103	Agree	High
4. I feel socially integrated into the faculty community.	4.34	1.006	Agree	High
5. Social interactions with me Colleagues contribute to my overall job satisfaction.	4.51	.861	Strongly Agree	Very High
6. A lack of social support and Collegiality would make me consider leaving the institution.	4.31	1.082	Agree	High
Overall Mean	**4.29**	**.849**	**Agree**	**High**

Table 5

What social capital factors influence the faculty member's turnover intention in terms of the mentorship relationship?

Indicators	Mean	SD	Description	Interpretation
1. I have access to a mentor who provides guidance and support in my professional development.	4.33	1.066	Agree	High
2. The mentorship I receive helps me navigate challenges in my teaching and research roles.	4.33	1.005	Agree	High
3. I have opportunities to mentor junior colleagues or students, which enriches my professional	4.48	.727	Agree	High

	Indicators	Mean	SD	Description	Interpretation
	experience.				
4.	The institution values and supports mentoring relationships among faculty.	4.19	.960	Agree	High
5.	Effective mentoring relationships contribute to my job satisfaction and retention.	4.45	.822	Agree	High
6.	The absence of strong mentorship relationships would influence my decision to leave the institution.	4.08	1.028	Agree	High
	Overall Mean	**4.35**	**.740**	**Agree**	**High**

Problem 3: Cultural Capital Level Factors (Organizational Justice and Organizational Culture). The dimensions of cultural capital had significant effects on turnover intention. Faculty members found organizational justice to be very important (M = 4.08), and the perception of unfairness had a direct relation with the intention to suffer turnover (M = 4.41). Although general fairness has been observed, there is an indication that institutions should strive for greater equity and uniformity in their practices. The organizational culture was rated slightly higher (M = 4.32), indicating that the faculty generally agrees with the institutional values and mission. It is worth noting that the role of a positive and inclusive culture in faculty commitment was also highly rated, with the top indicator (M = 4.69). Such findings suggest that creating an equal and value-oriented institutional setting is crucial for faculty retention.

Table 6

What cultural capital factors influence the faculty member's turnover intention in terms of organizational justice?

	Indicators	Mean	SD	Description	Interpretation
1.	The institution treats all faculty members fairly and equitably.	3.88	1.119	Agree	High
2.	Decisions regarding promotions and assignments are made transparently and justly.	3.98	.911	Agree	High
3.	I believe that the institution is committed to ensuring fairness in all aspects of faculty life.	4.13	.981	Agree	High
4.	The institution's policies and procedures are applied consistently to All faculty members.	3.95	.938	Agree	High
5.	Perceived injustice within the The institution would strongly influence my decision to leave.	4.41	1.005	Agree	High
	Overall	**4.08**	**.821**	**Agree**	**High**

	Mean

Table 7

What cultural capital factors influence the faculty member's turnover intention in terms of organizational culture?

Indicators	Mean	SD	Description	Interpretation
1. The institution promotes a culture of inclusivity and respect among faculty members.	4.29	1.061	Agree	High
2. The organizational culture aligns with My personal values and professional goals.	4.32	.878	Agree	High
3. There is a strong sense of shared Purpose and mission within the institution.	4.33	1.005	Agree	High
4. I feel that the organizational culture supports innovation and creativity in teaching and research.	4.14	.870	Agree	High
5. A positive organizational culture contributes to my commitment to the institution.	4.69	.670	Strongly Agree	Very High
6. If the organizational culture were to change negatively, it would influence my decision to leave.	4.29	.933	Agree	High
Overall Mean	**4.32**	**.718**	**Agree**	**High**

Problem 4: Degree of Organizational Capital Factors (Effectiveness of Leadership and Availability of Resources) Organizational capital was recognized by faculty members as a critical element in turnover intention, and there was an overall agreement (M = 4.14). High scores were posted in leadership effectiveness and particularly in the clear communication of institutional directions and responsiveness to faculty needs (M = 4.53). However, it is observed that there was dissatisfaction with the leadership's support of professional development (M = 3.91). Leadership was considered an effective retention factor and the possible source of turnover (M = 4.20). There were also high ratings on resource availability (M = 4.27) in terms of supply of teaching equipment and access to research facilities (M = 4.53). However, a slightly lower estimate was given for fairness in terms of resource distribution by departments (M = 3.96). These findings reinforce the message that effective leadership and fair allocation of resources are crucial in mitigating the intentions of faculty turnover.

Table 8

What organizational capital factors influence the faculty member's turnover intention in terms of leadership effectiveness?

Indicators	Mean	SD	Description	Interpretation
1. The leadership team clearly communicates the institution's goals and vision.	4.11	1.086	Agree	High
2. Institutional leaders demonstrate a commitment to faculty well-being and professional growth.	3.91	1.255	Agree	High
3. I feel that the institution's leadership values my opinions and feedback.	4.03	1.096	Agree	High
4. The leadership at this institution is proactive in addressing issues that affect faculty.	3.99	1.207	Agree	High
5. Effective leadership practices contribute positively to my job satisfaction and sense of belonging.	4.53	.861	Strongly Agree	Very High
6. A lack of effective leadership would lead me to consider leaving the institution.	4.20	1.136	Agree	High
Overall Mean	**4.14**	**.930**	**Agree**	**High**

Table 9

What organizational capital factors influence the faculty member's turnover intention in terms of resource availability?

Indicators	Mean	SD	Description	Interpretation
1. The institution provides the necessary resources to carry out my teaching responsibilities effectively.	4.23	1.066	Agree	High
2. I have access to adequate research facilities and resources to support my scholarly activities.	4.23	1.096	Agree	High
3. The institution ensures that faculty have	4.25	1.081	Agree	High

access to up-to-date teaching materials and technology.				
4. The resources available to faculty are distributed equitably across departments.	3.96	1.051	Agree	High
5. Sufficient resource availability contributes to my overall job satisfaction.	4.53	.849	Strongly Agree	Very High
6. The lack of resources would be a key factor in my decision to leave the institution.	4.08	.833	Agree	High
Overall Mean	**4.27**	**.881**	**Agree**	**High**

Problem 5: Level of Turnover Intention Among Faculty. A moderately high turnover intention (M = 2.77, SD = 0.66) was identified in the study. Even though the majority of the faculty were neutral in their intention to turnover, some of them claimed that their personal goal failure, the incongruence of their values, and frustration at the job contributed to their desire to leave. This highlights the importance of addressing institutional voids to enhance faculty satisfaction and mitigate the risk of faculty attrition.

Table 10

The level of turnover intention amongst the faculty members of the College of Nursing.

Indicators	Mean	SD	Description	Interpretation
1. How often have you considered leaving your job?	2.48	1.166	Disagree	Low
2. How frequently do you scan the newspapers in search of alternative job opportunities?	2.19	1.075	Disagree	Low
3. How satisfying is your job in fulfilling your personal needs?	3.28	1.088	Neutral/Undecided	Moderately High
4. How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	2.75	.838	Neutral/Undecided	Moderately High
5. How often are your values at work compromised?	2.57	.941	Neutral/Undecided	Moderately High
6. How often do you dream about getting another job that will better suit your personal needs?	3.18	1.062	Neutral/Undecided	Moderately High
7. How likely are you to accept another job at Should the same compensation	2.65	1.089	Neutral/Undecided	Moderately High

level be offered to you?

8. How often do you look forward to another day at work?	3.39	1.323	Neutral/Undecided	Moderately High
9. How often do you think about starting your own business?	3.08	1.007	Neutral/Undecided	Moderately High
10. To what extent do responsibilities prevent you from quitting your job?	3.08	1.342	Neutral/Undecided	Moderately High
11. To what extent do the benefits associated with your current job prevent you from quitting your job?	2.86	.952	Neutral/Undecided	Moderately High
12. How frequently are you emotionally agitated when arriving home after work?	2.41	.984	Disagree	Low
13. To what extent does your current job have an adverse effect on your well-being?	2.38	1.084	Disagree	Low
14. To what extent does the "fear of the unknown" prevent you from quitting?	2.69	1.186	Neutral/Undecided	Moderately High
15. How frequently do you scan the internet in search of alternative job opportunities?	2.32	1.024	Disagree	Low
Overall Mean	2.77	.660	Neutral/Undecided	Moderately High

Problem 6: Large Association Between Turnover Intention and Four Capitals. The correlation output showed that there are critical negative correlations between turnover intention and all four capitals. The professional development of human capital (r = -0.267, p = 0.009) and career advancement (r = -0.263, p = 0.010) were both associated with a low intention to turnover. The turnover intention was strongly and negatively related to social capital, particularly collegial support (r = -0.295, p = 0.004). Leadership effectiveness, resource accessibility, and other organizational capital factors were also significant (r = -0.225, p = 0.028 and r = -0.2… respectively). The dimension of cultural capital, i.e., organizational justice and culture, revealed a negative relationship with the turnover intention. The findings confirm that the higher faculty members feel supported and treated fairly within the institution, the less likely they are to leave.

Problem 7: Turnover Intention Predictors that Facilitated Most. The multiple regression analysis showed that the four capitals fit the best model, with the strongest predictor of turnover intention being organizational capital, followed by social and human capital. In particular, access to resources and the effectiveness of leadership were identified as essential determinants, as well as collegiality and opportunities for professional development. It suggests that faculty turnover intention may be significantly reduced with the support of investing in leadership development, equitable resource distribution, and fostering professional networks.

CONCLUSION AND RECOMMENDATION

This research found a statistically significant correlation between faculty turnover intention and the Four Capital Framework, specifically Human, Social, Organizational, and Cultural Capital, thereby rejecting the null hypothesis (H0 1). All capital domains were negatively correlated with turnover intention: under Human Capital, the components of professional development ($r = -0.267$, $p = 0.009$) and career advancement ($r = -0.263$, $p = 0.010$); under Social Capital, collegial support ($r = -0.295$, $p = 0.004$); under Organizational Capital, leadership effectiveness ($r = -0.225$, $p = 0.028$) and access to resources (r = -0.2 Such results prove that the institutional environment, as well as support structures represented in the Four Capital Framework, have a strong dependency on turnover intention. Furthermore, the research disproved Hypothesis 2, as these capital domains are not good determinants of turnover intention. Lack of perceived faculty-institutional justice and inequities, as well as insufficient resources for teaching and conducting research, were identified as factors increasing faculty intention to leave, along with a lack of promotion opportunities and inadequate support from leaders. The strongest predictors turned out to be organizational leadership and institutional resources. These findings support the need to introduce specific measures to improve retention in a nursing education environment, such as professional development strategies, equal policies, and mentoring programs.

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